

## Claude A Taylor Elementary

103 Ann Lane  
Cayce, SC 29033

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	416 Students	
<b>Principal</b>	Dr. Marcella Heyward-Evans	803-739-4180
<b>Superintendent</b>	Barry F. Bolen	803-739-8399
<b>Board Chair</b>	Jerry S. Chitty	803-739-4708

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Below Average	Yes

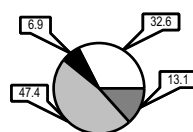
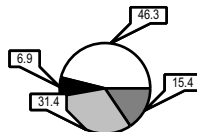
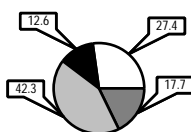
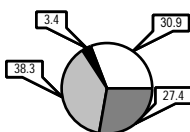
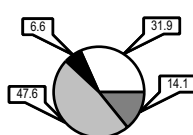
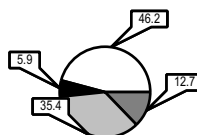
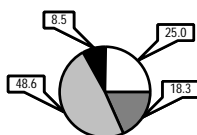
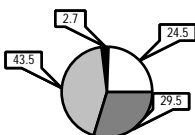
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	187	100.0	30.9	38.3	27.4	3.4	42.9	Yes	Yes
<b>Gender</b>									
Male	95	100.0	34.1	39.8	22.7	3.4	36.4		
Female	92	100.0	27.6	36.8	32.2	3.4	49.4		
<b>Racial/Ethnic Group</b>									
White	81	100.0	15.2	40.5	39.2	5.1	55.7	Yes	Yes
African American	84	100.0	44.4	38.3	16.0	1.2	32.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	50.0	33.3	8.3	8.3	16.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	160	100.0	20.9	42.6	32.4	4.1	50.7		
Disabled	27	100.0	85.2	14.8	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	187	100.0	30.9	38.3	27.4	3.4	42.9		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	46.7	26.7	20.0	6.7	26.7	I/S	I/S
Non-Limited English Proficient	165	100.0	29.4	39.4	28.1	3.1	44.4		
<b>Socio-Economic Status</b>									
Subsidized meals	130	100.0	40.0	37.5	20.8	1.7	34.2	Yes	Yes
Full-pay meals	57	100.0	10.9	40.0	41.8	7.3	61.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	186	100.0	27.0	42.5	17.8	12.6	44.8	Yes	Yes
<b>Gender</b>									
Male	94	100.0	26.4	39.1	17.2	17.2	48.3		
Female	92	100.0	27.6	46.0	18.4	8.0	41.4		
<b>Racial/Ethnic Group</b>									
White	81	100.0	12.7	43.0	24.1	20.3	62.0	Yes	Yes
African American	83	100.0	38.8	45.0	11.3	5.0	26.3	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	50.0	16.7	16.7	16.7	41.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	159	100.0	22.4	42.2	20.4	15.0	50.3		
Disabled	27	100.0	51.9	44.4	3.7	0.0	14.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	186	100.0	27.0	42.5	17.8	12.6	44.8		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	46.7	26.7	20.0	6.7	46.7	I/S	I/S
Non-Limited English Proficient	164	100.0	25.2	44.0	17.6	13.2	44.7		
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	33.6	43.7	12.6	10.1	35.3	Yes	Yes
Full-pay meals	57	100.0	12.7	40.0	29.1	18.2	65.5		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	186	100.0	46.0	31.6	15.5	6.9	22.4
<b>Gender</b>							
Male	94	100.0	44.8	33.3	17.2	4.6	21.8
Female	92	100.0	47.1	29.9	13.8	9.2	23.0
<b>Racial/Ethnic Group</b>							
White	81	100.0	31.6	31.6	25.3	11.4	36.7
African American	83	100.0	62.5	27.5	6.3	3.8	10.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	41.7	50.0	8.3	0.0	8.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	159	100.0	38.8	34.7	18.4	8.2	26.5
Disabled	27	100.0	85.2	14.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	186	100.0	46.0	31.6	15.5	6.9	22.4
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	40.0	53.3	6.7	0.0	6.7
Non-Limited English Proficient	164	100.0	46.5	29.6	16.4	7.5	23.9
<b>Socio-Economic Status</b>							
Subsidized meals	129	100.0	53.8	30.3	13.4	2.5	16.0
Full-pay meals	57	100.0	29.1	34.5	20.0	16.4	36.4

<b>Social Studies</b>							
All Students	186	100.0	32.2	47.7	13.2	6.9	20.1
<b>Gender</b>							
Male	94	100.0	32.2	44.8	14.9	8.0	23.0
Female	92	100.0	32.2	50.6	11.5	5.7	17.2
<b>Racial/Ethnic Group</b>							
White	81	100.0	19.0	53.2	17.7	10.1	27.8
African American	83	100.0	46.3	41.3	8.8	3.8	12.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	50.0	8.3	8.3	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	159	100.0	23.1	53.1	15.6	8.2	23.8
Disabled	27	100.0	81.5	18.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	186	100.0	32.2	47.7	13.2	6.9	20.1
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	26.7	66.7	0.0	6.7	6.7
Non-Limited English Proficient	164	100.0	32.7	45.9	14.5	6.9	21.4
<b>Socio-Economic Status</b>							
Subsidized meals	129	100.0	39.5	46.2	10.1	4.2	14.3
Full-pay meals	57	100.0	16.4	50.9	20.0	12.7	32.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	65	100.0	14.8	41.0	37.7	6.6	44.3
	4	68	100.0	26.2	44.6	27.7	1.5	29.2
	5	67	100.0	34.9	50.8	12.7	1.6	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	56	100.0	38.2	27.3	29.1	5.5	34.5
	4	63	100.0	22.8	45.6	29.8	1.8	31.6
	5	68	100.0	31.7	41.3	23.8	3.2	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	65	100.0	34.4	45.9	14.8	4.9	19.7
	4	68	100.0	21.5	49.2	21.5	7.7	29.2
	5	67	100.0	25.4	42.9	23.8	7.9	31.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	56	100.0	34.5	38.2	14.5	12.7	27.3
	4	63	100.0	21.1	38.6	24.6	15.8	40.4
	5	67	100.0	25.8	50.0	14.5	9.7	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	56	100.0	45.5	34.5	14.5	5.5	20.0
	4	63	100.0	40.4	33.3	19.3	7.0	26.3
	5	67	100.0	51.6	27.4	12.9	8.1	21.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	56	100.0	36.4	43.6	14.5	5.5	20.0
	4	63	100.0	26.3	54.4	12.3	7.0	19.3
	5	67	100.0	33.9	45.2	12.9	8.1	21.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 416)</b>				
First graders who attended full-day kindergarten	95.8%	Up from 93.6%	100.0%	100.0%
Retention rate	1.5%	Down from 2.6%	3.5%	3.0%
Attendance rate	96.9%	Up from 95.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%	Down from 5.1%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 4.5%	3.6%	3.2%
Eligible for gifted and talented	18.3%	Up from 14.0%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Down from 4.7%	9.3%	8.2%
Older than usual for grade	0.0%	Down from 0.5%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	44.1%	Down from 48.5%	48.1%	52.6%
Continuing contract teachers	67.6%	Down from 81.8%	84.3%	83.3%
Highly qualified teachers	96.9%	Up from 93.8%	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 85.1%	86.2%	87.0%
Teacher attendance rate	96.9%	Up from 93.2%	94.8%	95.0%
Average teacher salary	\$41,132	Down 2.8%	\$40,898	\$41,703
Prof. development days/teacher	16.7 days	Up from 10.3 days	13.4 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 88.1%	89.4%	89.8%
Dollars spent per pupil*	\$6,416	Down 3.8%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	69.7%	Down from 69.8%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As One Team with One Vision, the Taylor family has worked diligently to empower all students to become effective decision-makers, problem-solvers, critical thinkers, and productive, world-class citizens. The 2004-2005 school year was marked by many successes. Various accolades were bestowed upon the students and faculty. As a result of rigorous and scholarly preparation, four teachers received the prestigious National Board certification. As a consequence of his superior spelling ability, a 5th grade student was named runner-up in the district's spelling bee. To support and enhance mathematics instruction, the school was the recipient of the SDE Math Coaching Grant. Additionally, the school received the Columbia Area Reading Council Membership Award for 100% participation. As a result of the leadership of the school's recycling team, Taylor was the recipient of the District's School Recycling Award. As instructional leadership ambassadors, the school's instructional leadership team presented "Success is Taylor Made" at several conferences. A fifth grade teacher received a SCIRA grant to support literacy instruction and the year culminated with the music teacher being selected as one of only eighty educators from across the nation to receive a Promethan school grant to support technological and assessment efforts.

Many accomplishments were highlighted during the school year to include the use of data to systematically inform instruction, differentiation of instruction, and monthly and/or quarterly teacher and student goal-setting. Also, monthly reading and math challenges which concluded with school-wide academic celebrations, community outreach Math and Writing family nights, and the Family Reading Sweepstakes where thirty homes were visited and books and other educational supplies were presented to Taylor families. Additional highlights include increased usage of the Alpha Smart Wireless technology program to promote book publishing, the Administrator's Honor Roll breakfast, Terrific Tuesday phone calls, the Tsunami Relief Service Learning project, and two school-wide teacher book clubs.

Taylor Elementary is very grateful to its PTA and SIC for their work to promote academic excellence, increase student attendance, and parental and community involvement. With the support of the PTA, Taylor implemented two major attendance programs, which bolstered the school's attendance rate to the highest in the school district. The SIC sponsored a Literacy Mentoring program where community members were trained by the school's literacy coach on how to effectively coach students in the area of literacy. To foster home-school connections, the PTA supported community outreach endeavors such as "Doughnuts for Dads" where home-school math connections were shared. Anticipated improvements and endeavors for the future include continual collegial learning via book clubs and article discussions, continued use of multi-forms of data to drive our instruction, submission of the 21st Century Learning grant for a comprehensive after-school academic and enrichment program, and an inclusive construction project which consist of a new gym and new flooring.

Marcella Heyward-Evans, Ed.D., Principal and Pamela Sulton, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	61	31
Percent satisfied with learning environment	100.0%	90.0%	90.0%
Percent satisfied with social and physical environment	93.1%	93.4%	96.7%
Percent satisfied with school-home relations	69.0%	95.1%	92.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.